CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: Week of 12/14

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS8CG4: Analyze the role of the judicial branch in Georgia state government.**   1. Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected. 2. Explain the difference between criminal law and civil law. 3. Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process. 4. Describe ways to avoid trouble and settle disputes peacefully.   Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system.  **SS8E4: Identify revenue sources and services provided by state and local governments.**   1. Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes. 2. Explain the distribution of state revenue to provide services.   **SS8CG5: Analyze the role of local governments in the state of Georgia.**   1. Explain the origins, functions, purposes, and differences of county and city governments in Georgia. 2. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government. 3. Describe the functions of special-purpose governments.   Evaluate the role of local government working with state agencies to administer state programs.  **SS8CG6: Explain how the Georgia court system treats juvenile offenders.**   1. Explain the difference between delinquent behavior and unruly behavior and the consequences of each. 2. Describe the rights of juveniles when taken into custody. 3. Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process. 4. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is make, and the possible consequences.   Vocabulary (CG5):   * County-based government * sheriff * Tax Commissioner * Clerk of Superior Court * Judge of Probate Court * County Commissioner/ Board of Commissioners * Municipality * Municipal Charter * Weak mayor-council * strong mayor-council * council-manager * City Manager * special purpose district * local government working with state agencies   **Benchmark Review Standards:**  **Student reflections of the semester and introduction to the next semester’s information.** | *Thursday, Friday Schedule*  **Opening-Introduction Question**  **Lesson part 1- Benchmark Review**  **Closing-Ticket out Door**  **EU/EQ- Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.**   * How does Georgia’s judicial system provide justice and protect the rights of its citizens?  (CG4) * How do judges get their job? (CG4a) * What is the structure of the judicial branch of Georgia government? (CG4a) * What is the difference between a criminal law and a civil law? (CG4b**)** * How might conflicts be peacefully resolved? (CG4d) * How is an adult processed through the criminal justice system?   **EU/EQ- Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.**  **EU/EQ- Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of good/services produced by the society are affected by the location, customs, beliefs, and laws of the society.**   * Why do governments collect and use taxes? (CG5a, c, E4) * What are the sources of state revenue? (E4a) * How is state revenue distributed to provide services? (E4b) * How do Georgia citizens financially support the state government? (E4a)   Vocabulary:   * Jurisdiction * appellate * plantiff * defendant * mediator * magistrate * probate court * superior court * state court * supreme court * juvenile court * Court of Appeals * Justices * Chief justice * Appellate * tort * litigate * civil law * criminal law * defendant * capital crime * grand jury * due process * interpret the   laws   * misdemeanor * felony * criminal Justice Process * arrest * booking * suspect * initial appearance * probable cause * indictment * grand jury indictment * arraign * plea bargaining * sentencing * appeal * decision making * Revenue * income tax * personal income tax * property tax * Special Purpose Local Option Sales Tax (SPLOST) * sales tax * federal grants * scarce resources (limited revenues) |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5-20 minutes | **Get started/Drill/Do Now:**  Monday*-Judicial System Review Questions and vocab review quizzes and review*  *Tues-Fri: County and City review questions (pg 188-189) in COACH book*  *Thurs/Fri-Reflections from the semester; introduction to Q4 and working on DBQ’s* | **Summarize (quick write)** |
| 15-20  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Monday*-Discuss Judicial System of Georgia review*  *Tues-Fri: Venn Diagram comparing and contrasting City and County (CG5); Introduce Juvenile Justice System. (CG6)*  *Thurs/Fri-Reflections from the semester; introduction to Q4 and working on DBQ’s* | **Review Questions** |
| 15-20 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  Monday*-‘clozed’ passage using vocabulary words; students will fill in blank using vocab words. (judicial system)*   * *Tues-Fri: Powerpoint presentation and choice activity on CG4, CG5 and CG6.. Students will review vocabulary and write a passage using the vocabulary. OR students will introduced to the stations using CG4, CG5 and CG6. Students can use the text “Ignorance is NO Defense) by J. Tom Morgan in the CG6 station. They will also define the following:* * *j*uvenile * delinquent act * unruly act * custody * intake officer * Seven Delinquent Behaviors * truancy * Intake Officer * Release * Detained * Informal Adjustment * Adjudicatory Hearing * Disposition Hearing * Sentencing * Appeal   *The CG5 stations will compare and contrast the weak mayor-council, the strong mayor-council and the council-manager forms of city government.*  *CG4 station will sales taxes, federal grants, personal income taxes and property taxes.*  *Vocabulary Station: Students will define, write a sentence using and write a closed passage story using –*   * County-based government * sheriff * Tax Commissioner * Clerk of Superior Court * Judge of Probate Court * County Commissioner/ Board of Commissioners * Municipality * Municipal Charter * Weak mayor-council * strong mayor-council * council-manager * City Manager * special purpose district   *Thurs/Fri-complete stations* | **Review Questions** |
| 15-20 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Monday*-Diagram organizing the Judicial Branch of Georgia (supreme, appellate, probate)*  *Tues-Fri: Stations completion (see above)*  *Thurs/Fri-Stations Completion (see above)* | **Review Questions**  **Oral Assessment** |
| 10-15 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Student reflections from the semester  Review of next quarter/unit introduction  DBQ’s | **Review Questions**  **Oral Assessment** |
| 5-10 min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Classroom discussion and reflection** | **Summary** |
| 5-10 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  *Classroom discussion and reflection* | **Summary** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| Textbook Correlation: pp. 544-546    Georgia Stories  [Cops and Robbers](file:///C:\Users\ngrimes\Desktop\Georgia%20Stories)  [Role of the judicial branch in Georgia state government](http://www.gpb.org/georgiastories/gps/SS8CG4) **NEW!**  **Digital Resources**   * [Georgia Courts](http://www.georgiacourts.org/) * [Diagram of Georgia Courts](http://www.georgiacourts.org/index.php?option=com_content&view=article&id=180&Itemid=27) * [Georgia Bar Association Law- Related Education for GPS](http://www.gabar.org/law-related_education/) * [Judicial Branch Overview](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841&hl=y) * [Supreme Court of Georgia](http://www.gasupreme.us/) * [Georgia Department of Juvenile Justice](http://www.djj.state.ga.us/)   [Court of Appeals of Georgia](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3788) |
| Textbook Correlation  pp. 519, 539, 568-569, 574  **Digital Resources**   * [State Revenues in Georgia](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1353) * [Welcome to the Georgia Department of Revenue](https://etax.dor.ga.gov/) * *Georgia Department of Education:*   [Georgia’s Race to the Top (RT3) Plan](http://www.gadoe.org/RT3.aspx)   * [Sunshine Review: “Georgia State Budget"](http://sunshinereview.org/index.php/Georgia_state_budget)   *Georgia Stories:* “The Billion Dollar Question” [Georgia Stories: “The Billion Dollar Question”](http://www.gpb.org/georgiastories/stories/ten_billion_questions) |
| ***RCPS Student Code of Conduct Handbook***  **Textbook Correlation**  547-548, 549-551   * Ignorance is No Defense Text * We the People Textbook Middle School * Project Citizen Guidebook * [Georgia Stories: “Criminal Justice and the Juvenile”](http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile) * United Streaming video   “[The Sentencing of Bill Thomas”](https://app.discoveryeducation.com/search?Ntt=The+Sentencing+of+Bill+Thomas%E2%80%9D++)  (18 min) **NEW HYPERLINK!**  [*Review Teacher’s Guide prior to using*](file:///C:\Users\ngrimes\Desktop\The%20Sentencing%20of%20Bill%20Thomas%20Teacher%20Guide.pdf)  **NEW HYPERLINK!**   * CBS News (2:30 min) [Juvenile Life Sentences & supreme court](http://www.youtube.com/watch?v=UNPhBSi1K28&feature=fvsr) * CNN 4 min. video: [“Juvenile Violent Criminals in their Own Words” ](http://www.youtube.com/watch?v=doX4ljCm64Y&feature=related) * [Georgia Juvenile Court](http://www.georgiacourts.org/index.php?option=com_content&view=article&id=169&Itemid=0) |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |